

**DEVELOPING CANVA-BASED ELECTRONIC ENGLISH TEACHING  
MATERIAL OF KURIKULUM MERDEKA PHASE F AT SMAN 2  
MAJENE**



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# APPROVAL SHEET

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Majene, September 5<sup>th</sup> 2024

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## ABSTRAK

**SITI NUR AZIZAH AHMAD:** Developing Canva-Based Electronic English Teaching Material of Kurikulum Merdeka Phase F at SMAN 2 Majene. **Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2024.**

Penelitian ini menggunakan metode Penelitian Pengembangan sebagai metode penelitian dengan model pengembangan yaitu model 4D (Define, Deign, Develop, Disseminate) yang disederhanakan menjadi model 3D (Define, Design, Develop) bertujuan untuk mengembangkan bahan ajar Bahasa Inggris dengan aplikasi berbasis android untuk mengetahui kelayakan serta melihat persepsi siswa terhadap produk penelitian secara keseluruhan dan dari segi kualitas. Teknik sampling yang digunakan adalah probability sampling yaitu simple random sampling dan nonprobability sampling yaitu purposive sampling. Sampel penelitian ini adalah siswa kelas XI yang memilih mata pelajaran peminatan Bahasa Inggris di SMAN 2 Majene, ahli materi ajar dan ahli media ajar digital. Instrumen penelitian ini adalah analisis dokumen untuk mengetahui bahan ajar yang digunakan di sekolah, kuesioner untuk menilai produk penelitian pada lembar validasi produk penelitian juga dipakai untuk mengetahui persepsi siswa terhadap produk penelitian dan terakhir menggunakan wawancara untuk memastikan kembali persepsi siswa terhadap bahan ajar. Hasil penelitian ini yaitu kedua validator sebagai ahli bahan ajar menyimpulkan produk penelitian memenuhi syarat untuk digunakan dalam proses pembelajaran tanpa revisi dengan presentase 95.83% tergolong sangat baik. Setelah melakukan revisi bahan ajar, kedua ahli media pengajaran digital menyimpulkan produk penelitian memenuhi syarat untuk digunakan dalam proses pembelajaran dengan presentase 96.66% tergolong sangat baik. Ditunjukkan oleh persentase hasil perhitungan dari kuisisioner yang diisi oleh siswa bahwa bahan ajar memiliki persentase 90,43% tergolong sangat particular. Disertai hasil wawancara, dapat dinyatakan bahwa bahan ajar Canva-Based Electronic English Teaching Material of Kurikulum Merdeka Phase F untuk mata pelajaran peminatan bahasa Inggris layak digunakan dalam proses pembelajaran.

**Kata kunci :** *bahan ajar, canva, kurikulum merdeka, flipbook*

## ABSTRACT

**SITI NUR AZIZAH AHMAD:** Developing Canva-Based Electronic English Teaching Material of Kurikulum Merdeka Phase F at SMAN 2 Majene. **Undergraduate Thesis. Majene: Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2024.**

This research used the Research and Development method with a development model, specifically the 4D model (Define, Design, Develop, Disseminate), which was simplified to the 3D model (Define, Design, Develop). The goal was to develop English teaching materials with an Android-based application to assess the feasibility and gather students' perceptions of the research product in terms of overall quality. The sampling techniques employed were probability sampling, specifically simple random sampling, and non-probability sampling, specifically purposive sampling. The research sample consisted of XI students who chose English as an elective subject at SMAN 2 Majene, along with teaching material experts and digital media experts. The research instruments included document analysis to review the teaching materials used in the school, questionnaires to evaluate the research product, and validation sheets to assess students' perceptions of the product. Additionally, interviews were conducted to further verify students' perceptions of the teaching materials. The research findings were as follows, the final conclusions provided by the two validators who were experts in teaching material indicated that the research product met the criteria for use in the learning process without revisions with a rating of 95.83%, categorized as very good. After revising the teaching material, the two digital teaching media experts concluded that the research product met the criteria for use in the learning process with a rating of 96.66% categorized as very good. The questionnaire results filled out by students showed that the teaching materials had a percentage of 90.43% classified as very practical. Accompanied by interview results, it can be stated that the Canva-Based Electronic English Teaching Material of Kurikulum Merdeka Phase F curriculum for English elective subjects is suitable for use in the learning process.

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background**

English language teaching materials are crucial in the English learning process. These materials serve as resources utilized throughout the learning journey and represent a component of the curriculum. One key type of English material is the English language coursebook. According to Tomlinson (2011) material development is “anything can be used for teaching”. One of the English materials is an English language coursebook. According to Rohinjaya et al (2022) state that a coursebook provides learning guidelines for activities to assist students in achieving competence. Teaching materials should be tailored to fit the curriculum in use. The Kurikulum Merdeka is characterized by diverse intra-curricular learning opportunities, allowing for more efficient content delivery. This approach enables students to dedicate ample time to exploring concepts and enhancing their competencies.

In formal education, English instruction typically begins in primary school and continues through higher education. Additionally, many private institutions offer English language courses, which can be costly in terms of money, time, and effort. Therefore, students must be provided with appropriate materials that can be complemented by a robust evaluation process. The manufacture of ELT teaching materials must be reasonable, informed, and disciplined there is a need for comprehensive and systematic evaluation criteria approach to materials evaluation (Işık, 2018). To be practical, materials need to be carefully screened and evaluated. Given the vast number of ELT materials available, it is not feasible to evaluate every option in detail, making a targeted evaluation approach crucial. The material evaluation approach is important because there are so many ELT materials. It is not possible to evaluate all possible materials in detail to choose the right one.

The development of teaching materials must address students' needs to ensure an effective and efficient learning process. Teachers and institutions

should be motivated to conduct a needs analysis through various procedures, especially for younger students, as identifying their needs can be more challenging (Yanti & Hariyadi, 2019). Inappropriate teaching materials can hinder students' interest and comprehension. The curriculum aims to fulfill the skills required by students, so the development of English eBooks must function effectively and appropriately (Rohimjaya et al., 2022).

The Kurikulum Merdeka, launched by Mendikburistek in February 2022 as part of the Merdeka Learning program, seeks to improve learning quality by prioritizing core content and the development of the Pancasila Student Profile's character. The pandemic's three-year impact in Indonesia has shifted educational activities to home environments. One key goal of the Kurikulum Merdeka is to address learning gaps resulting from the pandemic and to align Indonesian education with that of developed nations, allowing students autonomy in pursuing subjects of interest. Understanding the educational plan is essential before delving into the curriculum (Pratikno et al., 2022). English is a subject within the Kurikulum Merdeka, applicable at both junior and senior high school levels.

Currently, students' English proficiency in Indonesia is notably low. According to the 2022 English Proficiency Index (EPI) report by English First (EF), Indonesia had a proficiency index of 469 points, placing it in the low ability category, ranked 81 out of 111 countries. This indicates a need for improvement in English proficiency, partly due to unengaging teaching materials.

This cannot be underestimated considering that English is an international language which is used to communicate between countries. Seeing this situation made researcher do an analysis of the causes of the problem. After interviewing some of the students in SMAN 2 Majene and looking at the existing literature. The thing that causes a decrease in students' interest in learning English is that the teaching materials used are not interesting.

To address this issue, researchers analyzed the causes of declining interest in learning English by interviewing students at SMAN 2 Majene and

reviewing existing literature. The analysis revealed that uninteresting teaching materials were a significant factor. Students face various challenges in learning English, with the main issue being the unattractive and irrelevant teaching materials currently in use. Specifically, for grades XI-XII (Phase F) in senior high schools, there are two sets of teaching materials: one for English specialization and one for non-specialization students. The teaching materials used for majoring in English have problems in the form of less interesting content, full English text, not many pictures available. Some of the material in the textbook is irrelevant and hard to understand. Problems that occur naturally must have a solution as follow for repair. the development of this teaching material will be a solution to the problem. With the hope that teaching materials with Canva-based electronic can be increased students learning interest with a more attractive appearance. A key strategy to tackle this is to develop engaging teaching materials that capture students' interest, thereby preventing boredom in the learning process. Canva presents itself as a valuable tool for educators to craft compelling teaching resources (Resmini et al., 2021). This innovation will be grounded in the latest curriculum. By leveraging Canva, these teaching materials will be designed to be as attractive as possible, aiming to capture students' interest effectively.

In this case, students need to know what kind of needs they have. This research, titled "Developing Canva-Based Electronic English Teaching Material for Kurikulum Merdeka at SMAN 2 Majene," aims to assess the impact and effectiveness of these new materials in addressing existing problems and improving students' learning experiences so students have high interest and motivation to learn in English lessons.

## B. Problem Identification

Students have various problems and difficulties in learning English. Based on the preliminary study, the author focuses on the problems of the teaching materials used. Those problems are:

1. Students experience difficulties in learning English because the teaching materials used are unattractive and less relevant to their needs.
2. The teaching materials used for majoring in English have problems in the form of less interesting content.
3. The teaching materials used full of English instructions.
4. The teaching materials used not many pictures available.
5. Some of the material in the textbook is irrelevant and not easy to understand.

## C. Research Problem

Based on background and problem identification, students need appropriate teaching materials, these were the problems :

1. How to develop a Canva-based electronic English teaching material of Kurikulum Merdeka Phase F?
2. How to the feasibility of developed “Canva-based Electronic English Teaching Material of Kurikulum Merdeka Phase F”?
3. What is the students’ perception of developed “Canva-based Electronic English Teaching Material of Kurikulum Merdeka Phase F”?

## D. Research Objective

The research objectives to be achieved in this study were as follows:

1. To develop a canva-based electronic english teaching material of Kurikulum Merdeka Phase F.
2. To explore the feasibility of developed “Canva-based Electronic English Teaching Material of Kurikulum Merdeka Phase F”
3. To identify the students’ perception of developed “Canva-based Electronic English Teaching Material of Kurikulum Merdeka Phase F”.



## E. Research Benefits

In developing this research and teaching material will provide benefits to several parties. The benefits of this study are as follows:

### 1. For student

Contribute with the use of creative, effective, and comfortable teaching materials by using teaching materials based on electronic applications. Students will have teaching materials that can be accessed anytime and anywhere just by relying on smartphones or other electronic media. Certainly with this electronic-based teaching materials can make it easier for students to learn and reduce existing barriers. Students have teaching materials that are relevant and easy to understand.

### 2. For Teachers

Teachers can use teaching materials as learning media efficiently. In another hand, this study can be a reference for the teachers to develop creative and enjoyable learning with teaching materials appropriate according to the needs of students.

### 3. For School

This study can help lighten the burden on schools by increasing learning efficiency and addressing student learning challenges to advance educational visions. schools can create active and enjoyable learning by using English teaching materials through electronic-based applications. Besides that the resulting product in the form of electronic-based teaching materials can be used in schools to cover the limitations of printed books and reducing the burden on schools must fulfill textbooks and paper budgets, environmentally friendly because it can reduce paper waste. The fact that there is an Kurikulum Merdeka is a new curriculum, of course the supply of books is still inadequate.

### 4. For General Readers

Contributing knowledge to general readers about problems of English language teaching materials in Indonesia, especially the Kurikulum Merdeka, phase F, grade IX. Its solutions as well as giving them knowledge about Research & Development and to be a reference to

readers in the development of teaching materials and RnD research for the next researches.

#### F. Expected Product Specification

The expected product specifications in this study were as follows :

1. English teaching materials with electronic-based applications will serve as educational products in PDF form, accessible offline on Android or other electronic media. The teaching materials will be developed using the Canva application, tailored to student needs, and made more engaging. After the teaching materials are developed in PDF format as a foundation, the process will proceed by exporting them into a flipbook and subsequently converting them into an Android-based application.
2. Teaching materials with electronic-based applications will be created in alignment with the curriculum in use, specifically the Kurikulum Merdeka. The developed teaching materials will cover Phase F Grade XI content, focusing on the "Unit 1 Legend" sub-material.
3. English teaching materials with electronic-based applications will be presented in an Android-based application format, offering connectivity with various applications to enhance the learning experience. These materials can be printed by teachers or students, providing flexibility in usage.
4. English teaching materials with electronic-based applications will certainly be printable by both teachers and students.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Related Studies

To support this study, some previous related studies have been conducted including the following:

1. Budiarto (2021) entitled “Flipbook as Innovation of Digital Learning Media: Preparing Education for Facing and Facilitating 21st Century Learning”. The objective of this research is to recognize the necessity for creating digital learning materials based on flipbooks for high school biology education. The utilization of flipbook-based electronic modules offers several advantages in improving learning experiences, with their interactive features being particularly noteworthy. These digital tools incorporate multimedia elements, enabling the integration of text, audio narration, video, practice exercises, and diverse learning approaches. Several researchers have empirically substantiated the positive impact of using flipbooks as a digital learning medium, offering diverse benefits for students. The hope is that these research findings will serve as a basis for ongoing development of flipbook products to support learning and inspire innovative approaches among teachers. Future studies conducted by other researchers could further explore and expand the application of flipbooks in science education. Adopting cutting-edge digital teaching resources holds promise for boosting student motivation and involvement in the educational process.
2. Dinda & Ambarwati (2021) entitled “*Developing An E-flipbook on Environmental Change Topics to Develop Students’ Digital Literacy*”. This research endeavors to develop a credible, feasible, and efficient e-flipbook centered on environmental change themes to augment digital literacy competencies. Employing a developmental approach, the study employed a 4-D model, omitting the dissemination phase. Material validity was verified through expert validation encompassing experts in material, educational, and information technology domains. Furthermore, the e-flipbook's practicality was assessed based on input from practitioners and students, while its effectiveness was gauged using students' normalized gain scores in digital

literacy, analyzed both descriptively and quantitatively. Findings revealed that the created e-flipbook fulfilled the standards for design, content, and language validity. It demonstrated credibility, feasibility, and effectiveness among 10th-grade high school students, addressing fundamental competencies regarding environmental change, pollution, and waste recycling. The primary goal of the e-flipbook was to cultivate digital literacy skills. The validity examination indicated the e-flipbook as highly valid. The practicality evaluation yielded a favorable and practical rating, while the effectiveness assessment showed significant effectiveness. Consequently, the e-flipbook designed for enhancing digital literacy among 10th-grade high school students is validated, feasible, and effective, rendering it suitable for integration into educational settings. Further research is recommended to assess the e-flipbook's effectiveness in direct classroom learning and to gauge student engagement with the e-book features on a broader scale.

3. Fitria (2022) entitled "*Using Canva as Media for English Language Teaching (ELT) in Developing Creativity for Informatics Students*". This study explores the use of Canva as a tool for teaching English and fostering creativity among Informatics students enrolled in the English Working Course at ITB AAS Indonesia. The research employed a descriptive qualitative method. Participants engaged in editing existing text using the Canva application and modifying the content as instructed by their teacher. Canva proves highly effective for instructing basic competencies related to functional texts such as brochures, flyers, announcements, letters, and resumes. Its user-friendly interface makes it accessible for Informatics students aiming to learn straightforward yet innovative graphic design skills. Canva application is very easy to practice and suitable for Informatics students who want to learn simple, creative, and innovative graphic designs. This is also why the development of this teaching material uses Canva.
4. Puspita & Wardani (2022) entitled "*Development of Teaching Materials to Improve Reading Comprehension Skills for 5th Grade Students: Canva App Supported*". The primary objective of this study is to investigate the impact of Canva application-based instructional materials on enhancing the reading

comprehension abilities of fifth-grade students, particularly focusing on informational texts. The research adopts a design and development approach, involving five stages: (1) problem identification, (2) objective delineation, (3) artifact design and development, (4) artifact testing and evaluation, (5) communication of testing outcomes. However, the final stage, dissemination, was not carried out due to time constraints. It is suggested that the effectiveness of improving students' comprehension of informational texts through Canva application-based materials can be maximized by supplementing learning with practical activities to reinforce understanding. The efficacy of the developed materials hinges on their incorporation of contextual learning and utilization of engaging texts tailored to students' needs and capabilities. Further refinement of this research could involve exploring alternative curriculum designs, examining the correlation between students' motivation to read informational texts and their comprehension improvement, and expanding the sample size to ensure thorough testing of teaching materials quality.

After reviewing previous research, this researcher will innovate by developing new teaching materials. This innovation will be grounded in the latest curriculum, specifically the Kurikulum Merdeka Phase F, focusing on Bahasa Inggris Tingkat Lanjut for grade XI. One distinguishing factor of these teaching materials will be the utilization of Canva media in their development. By leveraging Canva, these teaching materials will be designed to be as attractive as possible, aiming to capture students' interest effectively. Once the teaching materials are developed using Canva media, they will be exported into flipbooks and subsequently adapted for use as Android-based applications. The final product will be an Android-based flipbook application equipped with interesting features, aligning seamlessly with the Kurikulum Merdeka.

## B. Theoretical Framework

### 1. Canva

#### a. Canva Application as A Media Electronic for ICT

The prevalence of the Covid-19 pandemic has significantly elevated the importance of technology in the realm of education. According to Putra & Filianti (2022) educators and students require technological tools and platforms that facilitate distance learning while maintaining meaningful interaction, ensuring that classes remain engaging and productive. One such platform that addresses this challenge is Canva, which offers a dedicated service called Canva for Education. This program is tailored for educators and students to foster creative, collaborative, and enjoyable learning experiences.

Canva 2020; Debacq et al. (2021) in Putra & Filianti (2022) stated that recognizing the gaps in the execution of remote education, Canva for Education was introduced as an online platform specifically tailored for educators and students to maintain a productive, interactive, and enjoyable learning environment during remote learning sessions. Employing Canva for Education is straightforward, even for novices. It serves as a viable option for developing digital learning resources and has the capability to generate interactive and collaborative online learning experiences. Fitria (2022), the Canva application is highly user-friendly and ideal for Informatics students seeking to acquire skills in straightforward, imaginative, and innovative graphic design.

According to Rohmah (2021) learning media can be defined as educational tools that serve as conduits or intermediaries for delivering instructional content generated by the teacher, aside from the teacher's direct involvement. Waring (2021) in Fitria (2022), Canva allows users to demonstrate their understanding of various topics by crafting individual or collaborative materials, including posters, presentations, flyers, infographics, book covers, newsletters, programs, reports, media kits, and various other items.

#### b. Advantages of Canva

In the current pandemic scenario, online education emerges as a viable solution to sustain teaching and learning endeavors. Nonetheless, it faces

challenges, notably the issue of student motivation. A key strategy to tackle this is to develop engaging teaching materials that capture students' interest, thereby preventing boredom in the learning process. Canva presents itself as a valuable tool for educators to craft compelling teaching resources (Resmini et al., 2021).

The Canva app serves as a valuable resource for teachers to craft engaging English learning materials. It facilitates the application of all four language skills—listening, writing, reading, and speaking. Educators are encouraged to tailor the learning content to suit students' schedules and interests (Nastuti & Sari, 2023). Therefore, teachers are urged to integrate the latest technology into their teaching methods to enhance students' intellectual development .

According to Resmini et al., (2021) Canva offers various benefits, such as

- 1) Canva is available for free download on the Play Store.
- 2) Furthermore, Canva provides a wide selection of attractive designs, fostering creativity among educators and students through its extensive features for designing learning materials.
- 3) It also helps save time in creating practical learning resources.
- 4) Moreover, design tasks can be conveniently carried out on devices, eliminating the need for a laptop. (Tanjung & Faiza, 2019 cited in Resmini et al., 2021)

#### c. Developing Teaching Materials Using Canva

In the realm of education, educators are tasked with crafting captivating and inventive educational materials. In today's context, teachers are required to exhibit heightened creativity in developing engaging educational content. Educational materials utilized during the learning journey have the potential to spark fresh interests and capture attention, fostering motivation and encouraging active learning participation. Moreover, these materials can exert psychological influences on students (Mulyati et al., 2022).

According to Resmini et al., (2021) Canva was selected as the ideal application for crafting visually appealing teaching materials. Several factors influenced the choice of Canva, which include:

- 1) Canva is a freely downloadable online application.
- 2) It is compatible not only with laptops but also with various devices.
- 3) Canva offers numerous captivating features and templates at no cost.
- 4) Designs created on Canva can be effortlessly downloaded and integrated into other applications like PowerPoint.

d. Flipbook as A Digital E-books based on design via Canva

According to Amin (2016), the teacher's role in general as a learning facilitator and more specifically as a guide, correspondent, motivator and challenger certainly requires having the technical competence necessary to manage the installation and use of CALL software, because student enthusiasm can decrease when technical difficulties arise too frequently. So support from technicians or language laboratory centers is often needed to minimize technical problems that arise.

Apart from being a source of data and information, CALL is also an excellent English teaching tool in various aspects, be it vocabulary, grammar, composition, pronunciation, or other linguistic and pragmatic communication skills. According to Ataman (2020) found that English teachers' perspectives on the advantages of incorporating computer-assisted activities in their lessons. It reveals that the majority of teachers utilize technology in education to captivate students' interest, enhance the enjoyment of their classes, and take advantage of the wealth of available resources. One aspect of Computer-Assisted Language Learning (CALL) involves creating flipbooks via Canva, focusing on utilizing electronic resources for this purpose.

The creation of innovative teaching materials is crucial in preparing students for relevant skills in the 21st century. According to Sunarya (2021) Digital books provide students with a more engaging and enjoyable means of accessing information, knowledge, and course materials. These digital formats enable the effective packaging of teaching materials, incorporating text, images, audio, and video elements. The convenience of internet access allows students to reach these materials anytime and anywhere, using personal computers, laptops, tablets, or smartphones for reading and learning. Introducing interactive digital e-books like



flipbooks is one such innovation in teaching and learning materials, particularly in science education, aiming to enhance students' critical thinking skills Riyanto et al. (2020) in Budiarto (2021) . Multiple research investigations have revealed that utilizing digital books presented as flipbooks has a beneficial effect on enhancing the quality of the learning process and students' educational achievements (Isnaeni & Agustina, 2018) in (Budiarto, 2021). Given the diverse insights provided, it becomes evident that innovating in the learning process, especially in material delivery, is essential. The utilization of flipbook-based digital teaching materials has shown notably positive outcomes when implemented in the learning process. The utilization of Flipbook has proven effective in capturing students' attention and minimizing unnecessary disruptions or movements during lessons (Saputri, 2022).

## 2. Teaching Material

### a. Definition of teaching material

Teaching materials can take various forms, ranging from traditional textbooks and worksheets to digital resources and interactive simulations play a crucial role learning proceeds smoothly and that the learning content is understood in facilitating effective and engaging learning experiences for students. Different perspectives are used by some specialists to define teaching materials. Magdalena et al, (2020) stated that teaching materials refer to a collection of educational resources, including content, methods, constraints, and systematic, engaging design, all with the aim of reaching the desired goals, attaining competence and sub-competence despite their intricacy. It is emphasized that, in creating teaching materials, there is a significant need for books as references, which can be adapted and enriched with a distinctive and captivating style, all the while remaining aligned with the intended purpose. Magdalena et al, (2020) claim that teaching materials refer to resources or instructional aids meticulously crafted in alignment with pedagogical principles utilized by both teachers and students during the learning journey. These materials are structured systematically, facilitating smoother comprehension and acquisition by students. They encompass a wide array of resources, such as information, tools, and texts, methodically structured to encapsulate a specific unit of competency intended for student mastery. These

resources are integral to the educational process, serving dual roles in both planning and evaluating the implementation of learning activities.

With a different opinion, Nazifah et al., (2021), stated that Teaching material is systematically compiled resource which has a classification that will be used to achieve learning objectives. Teaching materials also determine learning objectives. Teaching materials play a role in defining learning goals. They are purposefully created educational resources intended for learning purposes. These instructional materials assist teachers in presenting the learning content and make it easier for students to grasp the lessons.

#### b. Development of Teaching Material

To meet the objectives of an effective learning process of course the material must be well developed to ensure the learning process is successful. According to Maftoon et al., (2016) participating in materials development can increase awareness, criticality, creativity, self-esteem and also improve career prospects too. However, there are some important steps in teaching materials developments that must be known before starting to develop teaching material to foster the sort of effective teacher growth. According to Maftoon et al., (2016) (as listed in Tomlinson, 2014):

- 1) Engaging in hands-on experience with materials development.
- 2) Receiving constructive feedback throughout and after the course or project.
- 3) Receiving positive support and encouragement during and after the course or project.
- 4) Being guided by enthusiastic and experienced materials developers.
- 5) Being instructed by individuals knowledgeable about second language acquisition research, classroom research, and other pertinent areas of applied linguistics.
- 6) Being exposed to diverse perspectives without insistence on agreement.
- 7) Establishing connections between theory and practice to facilitate informed material selection, adaptation, and development.

- 8) Receiving guidance while also being empowered to make independent decisions.
- 9) Emphasizing collaborative work among participants.
- 10) Promoting self-monitoring and self-reflection among participants.

However, Ahamat & Kabilan, (2022) claims that the importance of ESL textbooks from native-speaking countries may not necessarily benefit ESL or EFL learners. The strict adherence to cultural norms set by native speakers in the target language's culture is becoming less relevant, particularly in the context of English language teaching pedagogy. Gorbi Irawan et al., (2018) One crucial aspect to consider when developing educational materials is the integration of authentic resources originally used in real-life contexts and not specifically designed for language instruction. These materials serve to immerse learners in genuine language usage within the classroom.

- 1) Utilizing authentic resources is highly beneficial as it directly impacts students' motivation for learning.
- 2) Exposes them to genuine language.
- 3) Provides culturally authentic information.
- 4) Aligns closely with learners' needs.
- 5) And encourages a more inventive teaching methodology.

It can be concluded that effective teaching materials can be adapted and can develop from time to time as new information and technology emerge. Flexibility and responsiveness to student needs are key to creating materials that promote meaningful learning experiences.

#### c. Teaching Material's Function

Teaching materials play a pivotal role in guiding the learning process towards achieving its intended goals. By addressing various aspects of teaching and learning, these materials contribute to a more effective and rewarding educational experience for both educators and students. Andi (2015) stated that the teaching material's function are divided into two kinds, namely benefits for teachers and students.

- 1) The benefits obtained by the teacher, namely teaching materials in accordance with the demands of the curriculum, no depending on textbooks and government aid package books.
- 2) The benefits obtained by students, namely, creating interesting learning, motivating, reducing dependence and getting convenience in studying each indicator contained in the learning device arranged by the teacher.

According to Nazifah et al., (2021) proposed the functions of teaching material, as follows:

- 1) The use of teaching materials on students' creative thinking skills give a significant influence on aspects educational level;
- 2) The use of teaching materials on students' creative thinking skills give a significant influence on material aspects lesson;
- 3) The use of teaching materials against creative thinking skills students provide significant influence on aspects of the type of teaching materials;
- 4) The use of teaching materials gives a positive effect means on students' creative thinking skills.

#### d. Teaching Material in Learning Process

##### 1) Definition of Learning Process

According Juliarti (2022) learning is an education involves a purposeful and organized endeavor to create an environment for learning within the educational process. This environment is designed to enable students to actively enhance their skills, encompassing religious and spiritual fortitude, self-discipline, character, intelligence, virtuous traits, as well as the essential abilities required for themselves, society, their nation, and the country.

##### 2) The Teacher's Role in the Learning Process for Teaching Material Delivery

According to Magdalena et al (2020), competence in curriculum development within a specific field involves structuring educational activities, creating innovative learning materials, and utilizing information and communication technology to enhance communication and personal growth. This is guided by the requirements and responsibilities of the task. While Hue and Ab Jalil, (2013) in Gebremedhin & Fenta, (2015) claimed

that educational systems worldwide are facing mounting pressure to integrate new ICT tools into their curriculum, ensuring students acquire the necessary knowledge and skills for the 21st century. Consequently, teachers must be capable of crafting innovative and creative teaching materials that align with the curriculum, cater to student needs, and leverage information technology advancements.

### 3) Learning Approaches

According to Nazifah et al (2021), Teaching materials provide high influence on thinking skills creative students at junior high school level. In addition, students who study using teaching materials is more directed towards form creative thinking patterns according to aspects creative thinking ability. Creative thinking skills are influential to the teaching materials of each material, if there are many questions, many answers, and many ideas and many ways delivered more creatively by students in a way convey a new expression. Influence high use of teaching materials creative thinking skills. Students studying using teaching materials is more directed towards form creative thinking patterns according to aspects creative thinking ability. Students who using teaching materials can solve existing problems. This states that the use of teaching materials is applied to increase students' creative thinking skills.

#### e. Quality of Teaching Material

According Direktorat Pembinaan Sekolah Menengah Atas (2008: 8- 9) in Magdalena et al (2020), The development of teaching materials must be based on needs analysis student. There are a number of reasons why it is necessary to develop teaching materials :

- 1) Availability of materials according to curriculum demands, meaning appropriate learning materials developed must be in accordance with the curriculum.
- 2) Target characteristics, meaning that the teaching materials developed can be adjusted with student characteristics as targets, these characteristics include the environment, social, cultural, geographical and stages of student development.

- 3) The development of teaching materials must be able to answer or solve problems in learning difficulty.

Therefore, it is imperative for schools to develop teaching materials that take into consideration the characteristics and requirements of students in alignment with the curriculum. That is, they demand that they exist more student participation and activation in learning. Widodo and Jasmani, M. Atwi Suparman (2012) in Magdalena et al (2020) states that teaching materials have the following characteristics : Self-instructional, which means that teaching materials can be studied by students themselves because they are prepared for that purpose.

- 1) Teaching materials possess inherent explanatory power, employing simple language, coherent content, and systematic organization to elucidate themselves.
- 2) They facilitate self-paced learning, allowing students to progress at their preferred speed without being hindered by slower peers or feeling pressured by faster ones.
- 3) Teaching materials are self-contained, meaning they are comprehensive on their own, minimizing the need for external resources except for students seeking further enrichment.
- 4) They are tailored as individualized learning materials, crafted to align with the abilities and traits of the students utilizing them.
- 5) These materials offer flexibility and mobility, enabling students to access them anytime and anywhere, whether stationary or on the move.
- 6) Teaching materials are communicative and interactive, constructed in adherence to effective communicative principles and involving interactive processes with students.
- 7) They may incorporate multimedia and computer-based elements, leveraging technology optimally for students who have access to it.
- 8) While largely self-sufficient, these materials may still benefit from additional support such as tutorials and study groups.

f. Types of Teaching Material

Nazifah et al., (2021), give two definitions of various types teaching material;

- 1) Printed, Commonly encountered printed teaching materials comprise handouts, textbooks, modules, brochures, and student worksheets. Textbooks, being a type of teaching material, are customized to suit students' requirements and come with guidelines for both teachers and students, aiming to facilitate the learning process for both parties.
- 2) Non printed, non print teaching materials that are often found include audio visual, such as video, VCD, and others. Then teaching materials have several forms as follows:
  - a) Printed teaching materials, such as books, handouts, modules, student worksheets, brochures, leaflets, etc.
  - b) Audio visual, such as video, VCD, etc.
  - c) Audio, such as adio, cast, and audio CD
  - d) Visuals, such as photos, drawings and models.
  - e) Multimedia, such as the internet.

g. Criteria for Assessment of Teaching Materials

When creating instructional resources, the evaluation criteria play a crucial role as a foundation. The assessment criteria are very important to be used as a basis. According to Gorbi Irawan et al., (2018), to effectively craft suitable teaching materials, the scholar needs a clear grasp of the fundamental principles outlined by. These principles include:

- 1) Consulting the syllabus for identifying themes, sub-themes, and objectives while considering diverse sources like books, periodicals, newspapers, and other credible materials relevant to the subject.
- 2) Ensuring materials are feasible for students to work with and for educators to teach.
- 3) Aligning materials with students' proficiency levels and real-world contexts.
- 4) Customizing materials to match the interests and requirements of the students.
- 5) Ensuring feasibility in developing materials for language skills or components.
- 6) Designing materials to prompt interaction among learners.

- 7) Encouraging learners to apply their language skills beyond the classroom setting.

According to the principles outlined for material development, it appears that the creation of materials should encompass four primary language skills—listening, speaking, reading, and writing. Simultaneously, these materials should also allow for the inclusion of language elements like structure, vocabulary, pronunciation, and spelling within the classroom teaching process.

Meanwhile The National Education Standards Agency (Badan Standar Nasional Pendidikan or BSNP) in Indonesia plays a crucial role in evaluating and setting standards for educational materials, including textbooks. It's a national body comprised of experts responsible for ensuring the quality and appropriateness of textbooks used across various educational levels, from elementary school through university.

BSNP's primary task involves assessing the suitability and quality of textbooks before they are published and introduced into the education system. Their evaluations are comprehensive and aim to ensure that the content meets educational standards, aligns with the curriculum, and caters to the learning needs of students at different levels. The criteria used by BSNP for textbook assessment typically encompass various aspects, such as:

- 1) Curriculum Alignment: Ensuring the content of the textbooks aligns with the national curriculum objectives and standards.
- 2) Accuracy and Relevance: Verifying that the information presented in the textbooks is accurate, up-to-date, and relevant to the subjects being taught.
- 3) Clarity and Accessibility: Assessing the readability and comprehensibility of the content to ensure it's easily understandable for the target age or grade level.
- 4) Pedagogical Effectiveness: Examining the teaching methods, exercises, examples, and activities within the textbook to enhance learning outcomes.
- 5) Cultural Sensitivity: Ensuring that the content respects and reflects the cultural diversity of Indonesia and avoids any biases or stereotypes.



- 6) Visual Presentation: Evaluating the layout, illustrations, and design elements to enhance engagement and facilitate learning.

BSNP's role in evaluating textbooks is crucial for maintaining educational quality and ensuring that students receive accurate and appropriate learning materials. Their assessments help in standardizing educational resources and contribute to the overall improvement of the education system in Indonesia.

#### h. Teaching Material Components

(Harjanto (2010), state that in the development of teaching materials various aspects that can be used as a benchmark, including:

- 1) The concept is something idea or notion.
- 2) The principle is a basic truth as a starting point for thinking or is a guide to do or carry out something.
- 3) Facts are something that has happened or has been done or experienced.
- 4) The process is a series of changes, developmental movements.
- 5) Value is a pattern, size or is a type or model.
- 6) Skills is the ability to do something good

The statement in Setiawan (2023) that teaching materials in the form of textbooks consist of five components, namely :

- 1) Title
- 2) Basic competencies or main material
- 3) Supporting information
- 4) Exercises
- 5) Assessment

Hence, in making a textbook, the five main components must be present. Apart from that, the content must also refer to the basic competencies that have been determined based on the applicable curriculum.

### 3. Kurikulum Merdeka

#### a. Definition of Kurikulum Merdeka

According to UU No.20 tahun (2003) as cited in citation Rahayu et al., (2022), "curriculum is a set of learning plans related to objectives, content, teaching

materials and methods used and used as a guideline in organizing learning activities to achieve a national education goal". According to Permendikbud, as cited in citation Fadila & Suryani, (2023) The Kurikulum Merdeka is structured to provide a wide range of extracurricular activities and rich educational content, providing students with ample opportunities to enhance their skills and delve into different areas of learning. This curriculum also empowers educators to select from a variety of teaching resources that align with the unique learning requirements and interests of their students.

Another definition in Shadri et al., (2023) The Kurikulum Merdeka is an educational initiative with the goal of nurturing children's interests and abilities from a young age, emphasizing core subjects, character growth, and student proficiency. This curriculum is crafted to create a conducive learning environment, aiming to cultivate attitudes and personalities that have faith in a higher power while upholding cultural traditions.

The structure of the Kurikulum Merdeka in driving schools according to the Decree of the Minister of Education, Culture, Research and Technology into some phases :

- 1) Foundation Phase: PAUD.
- 2) Phase A: grades 1–2 elementary school.
- 3) Phase B: grades 3–4 elementary school.
- 4) Phase C: grades 5–6 elementary school.
- 5) Phase D: grades 7–9 middle school.
- 6) Phase E: class 10 SMA/SMK.
- 7) Phase F: grades 11–12 SMA/SMK.

Schools can present learning for each subject or continue thematically which refers to the formation of the Pancasila character profile.

#### b. History of Kurikulum Merdeka

As cited in Rahayu et al., (2022), the curriculum has undergone several modifications and enhancements over the years in Indonesia. The alterations took place in 1947, 1964, 1968, 1973, 1975, 1984, 1994 (with a revision in 1997), 2004 (with the implementation of the Competency Based Curriculum), 2006 (with the

Education Unit Level Curriculum), and in 2013, the government, under the Ministry of National Education's guidance, returned to the 2013 curriculum (known as Kurtilas). Furthermore, in 2018, there was a further revision resulting in the Revised Kurtilas. During this period, a new curriculum called the Kurikulum Merdeka emerged. The 2013 curriculum, which was in use before the onset of the pandemic, remained the sole curriculum utilized by educational institutions for learning purposes. During the pandemic between 2020 and 2021, the Ministry of Education and Technology instructed educational institutions to implement both the 2013 Curriculum and the Emergency Curriculum (referred to as simplified Kur-2013). Then, throughout the subsequent pandemic period from 2021 to 2022, the Ministry mandated the use of the 2013 Curriculum, Emergency Curriculum, and Kurikulum Merdeka, particularly for Sekolah Penggerak (SP) and SMK Pusat Keunggulan (PK).

The primary focus in developing this curriculum is to address the challenges faced by the Indonesian educational system during the COVID-19 pandemic and work towards its improvement and recovery (Rizki & Fahkrunisa, 2022). As stated in Garton & Graves (2014) when there is a shift in the curriculum that introduces new methods for language teaching, teachers may require training in order to effectively utilize the new materials. Without such training, they may persist in using their traditional teaching methods. the government's curriculum implementation, there have been seminars, training sessions, and workshops organized for educators to introduce and provide guidance on the execution of the Kurikulum Merdeka.

#### c. Objectives of Kurikulum Merdeka

According to Fadila & Suryani (2023) the Merdeka Belajar initiative emphasizes liberty and innovative thought. Among the initiatives introduced by the Ministry of Education and Culture to promote autonomous learning is the implementation of a pilot program for driving schools. This educational program aims to assist each institution in fostering a generation of lifelong learners imbued with the values of Pancasila.

According to Oktavia & Habibah (2022), The Merdeka Belajar Kampus Merdeka program's learning activities, like in-class sessions and field lectures, have undeniably been impacted by the Covid-19 pandemic. Consequently, it is essential to create a curriculum that caters to online and hybrid learning methods, allowing students to attain their learning objectives even in the absence of face-to-face interactions with their instructors.

The development of the MBKM curriculum should align with the current societal, governmental, and industrial demands, taking into account the extensive social restrictions and limitations on public activities imposed during the ongoing pandemic. To conclude, Kurikulum Merdeka approach to learning is understood as an instructional framework that affords students the chance to engage in a tranquil, enjoyable, stress-free, and pressure-free study environment, allowing them to showcase their innate talents freely.

#### d. Teachers' Perspectives in Kurikulum Merdeka

When it comes to enacting an autonomous curriculum, the primary obstacle lies in the preparedness of educators and school personnel. A considerable number of teachers struggle to develop lesson plans correctly, indicating the necessity for additional training (Rizki & Fahkrunisa, 2022). Regrettably, such training demands both financial and technical support, which is currently accessible solely for "Sekolah Penggerak." However, for other schools independently adopting this curriculum, they must shoulder these responsibilities independently. Another challenge encountered by educators when implementing the Independent Merdeka initiative is the difficulty in identifying the right approach to motivate students to engage in independent learning.

According to Shadri et al (2023), when examining teachers' perspectives on assessment within the Kurikulum Merdeka, it became evident that, on the whole, teachers possess a comprehensive understanding of the assessments required in alignment with the curriculum's demands. They are well aware that the Kurikulum Merdeka includes three distinct types of assessments – diagnostic, formative, and summative – and have successfully implemented them. Moreover, these assessments in the Kurikulum Merdeka are systematically conducted after

concluding the learning process, guided by predefined teaching objectives, assessment rubrics, and criteria.

However, despite their grasp of the necessary assessments in the Kurikulum Merdeka, variations exist in how teachers carry out these assessments. This discrepancy largely stems from the insufficient provision of practical guidance on assessment procedures and the limited availability of training sessions for educators. Therefore, there is a need for the distribution of practical materials that delve into these assessments. This would not only enable teachers to perform assessments more effectively but also assist them in resolving challenges associated with organizing assessments within the Kurikulum Merdeka.

e. English Learning Achievements or Capaian Pembelajaran of Phase F

Capaian Pembelajaran (CP) are mandatory learning competencies achieved by students at each phase. As a reference for intracurricular learning, CP is designed and established based on national education standards, especially content standards. Therefore, educators who design learning and assessment for English subjects no longer need to refer to the Content Standards document, they only need to refer to the CP.

The government determines Capaian Pembelajaran (CP) as targeted competencies. However, as a policy regarding learning targets that each student needs to achieve, CP is not concrete enough to guide daily learning activities. Therefore, operational curriculum developers or educators need to prepare more operational documents that can guide the intracurricular learning process, which is known as the learning objectives flow.

English language acquisition at the Primary and Secondary Education levels (SD/MI/Program Package A; SMP/MTs/Program Package B; and SMA/MA/Program Package C) aims to equip students with effective communication skills in English, essential for life. The pedagogical approach primarily employs a text-centered method, known as the genre-based approach, where learning revolves around different forms of text, including oral, written, visual, audio, or multimodal modes. Various text types such as narratives, descriptions, expositions, procedures, arguments, discussions, and authentic

materials serve as fundamental learning resources. Through this approach, students engage in discussions and articulate their desires and emotions using English. There are learning achievements or CP in phase f ;

1) Listening and Speaking

At the end of Phase F, students demonstrate proficient use of English for effective communication with teachers, peers, and others in diverse situations and purposes. They adeptly handle open-ended inquiries, employing strategies to initiate, maintain, and conclude conversations and discussions. Furthermore, they demonstrate comprehension of main concepts and pertinent details in discussions or presentations spanning diverse subjects. They articulate opinions on societal matters and engage in conversations regarding youth-related interests, behaviors, and values within different cultural frameworks. Moreover, they offer and substantiate viewpoints, draw comparisons, and assess different perspectives. They employ self-correction techniques and utilize non-verbal cues such as gestures, pace, and intonation to effectively convey their message across most situations.

2) Reading and Viewing

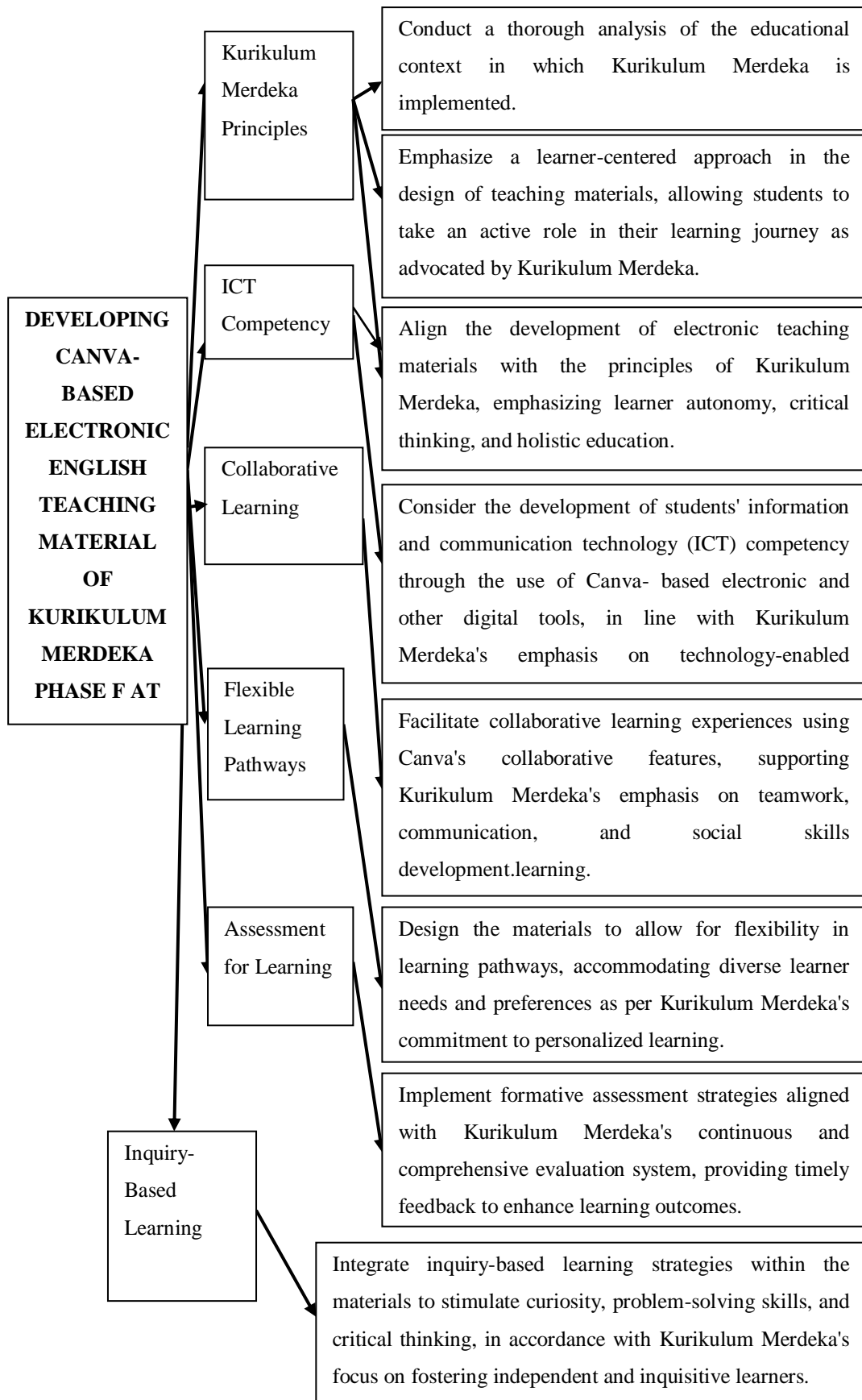
At the completion of Phase F, students possess the ability to read and interpret various types of texts independently. These include narratives, descriptions, expositions, procedures, arguments, and discussions. They engage in reading both for educational purposes and personal enjoyment. Students proficiently locate, synthesize, and assess specific details and overall themes across different genres of texts. These texts can take the form of printed materials or digital content, including visual, multimodal, or interactive formats. Additionally, they demonstrate comprehension of the main ideas, themes, and plot developments in a diverse range of texts. Furthermore, students are adept at identifying the author's intent and drawing inferences to understand implicit information within the text.

3) Write and Presenting

By the conclusion of Phase F, students demonstrate the ability to independently compose a diverse array of fictional and non-fictional texts,

exhibiting an understanding of their intended purpose and audience. They engage in the planning, drafting, reviewing, and revising of various types of texts, incorporating self-correction techniques such as punctuation, capitalization, and verb tenses. Their writing reflects the articulation of complex ideas, utilizing a broad spectrum of vocabulary and verb tenses. They incorporate topic sentences within paragraphs and employ temporal markers for chronological sequencing, along with conjunctions, connectives, and pronoun references to establish coherence and cohesion between and within paragraphs. Moreover, they adeptly adapt their presentation style to cater to different audiences and achieve distinct objectives, employing both traditional print and digital formats.

## Theoretical Framework





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